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elevating, and unifying influence upon hundreds of institutions of secondary education scattered over a large state, and can wield that power with machinery which, considering the scale of operations, may fairly be called simple and inexpensive."

FOREIGN NOTES

At a congress held in London, England, during the month of January, the subject of "Rural School Education and Equipment" was the absorbing topic, and the revelations of that meeting ought to stir up the people of England to a sense of their duty in this most important branch of education. It is no wonder that the agricultural and poorer village classes compare so unfavorably with those in our country when the deplorable educational facilities are exposed to view. The buildings are antiquated, poorly lighted, badly ventilated, many of them ten to twenty minutes' walk from the water supply, and one school in Essex is mentioned where the teacher is allowed four pence a week to give attention to the sanitary arrangements and the cleaning of the school. Over 700 of the village certificated head masters are each in receipt of a wage that does not touch thirty shillings a week and the schoolmistresses receive barely half that amount. But to secure this coveted position the applicant must often undertake to perform a variety of other tasks sometimes at a few pounds extra per year, but more often as a labor of love. One lady teaches sixty-six children (comprising seven grades and infants) with the help of a pupil teacher. In addition she is organist, choir trainer, Sunday-school superintendent, and superintendent of savings bank. The school boards are ignorant and niggardly, looking for the *cheapest* teacher no matter what the professional qualifications may be, and altogether it is a great blot on English civilization. We are glad to see that the Teachers' Union under whose auspices this congress was held has now a membership of 36,500 and is united in demanding that the proposed Education Bill shall provide for the redress of some of the greater grievances.

The Modern Language Association of England held a most inspiring and enthusiastic meeting in December last when stirring addresses were delivered by the chairman, Right Hon. Sir John Lubbock, Bart., and Sir Joshua Fitch. Their speeches were eminently practical and very suggestive, and, as published in the *Journal of Education*, present a very strong case for the proper recognition of modern languages in the curricula of our schools. Students on this side of the Atlantic will be interested to know that the association is to publish a journal representative of the current thought and investigation of the day under three editors, one for German and the Teutonic languages, one for French and the Romance languages, and one for English. Relying on support from those engaged in teaching these languages, the editors hope that it will soon take rank with the *Journal of Classical Studies*.

The English schools are trying to keep up their enviable reputation for inducing the pupils to engage in all kinds of manly outdoor sport and ath-

letic games, rightly believing in their efficacy as a means of education. A very interesting experiment is being tried by Mr. Walker of St. Paul's School, London, which is worthy of a trial in some of our large schools. Feeling that in a day school control is lost over the boys after school hours, and it is difficult to organize them and create interest in games, he has divided the school into five sections, and to each he gives a weekly half-holiday which is conditional on the time being given up to concerted games. Thus far it has been found very successful and certainly ought to work well for both mental and physical development.

The disturbing question in English educational circles is the attitude of the government towards the Educational Bill which provides for the better organization of the secondary school system. After many meetings of the leading masters of the great English schools had been held and the question thoroughly discussed, there was at last an agreement reached, though not without much labor and many concessions on all sides. There are three fundamental points which must be in any bill that is to meet with the approval of the teachers: (1) the establishment of a strong and representative central authority; (2) the establishment of a strong and representative local authority; and (3) the registration of teachers. If any one of these three points is overlooked the existing agreement will vanish. The necessity for an adequate central authority is very obvious. If the central authority is weak or divided the local authorities would have practically uncontrolled powers and this in the hands of inexperienced men (as many are in these boards) would mean tremendous retrogression if not total destruction.

Again, the royal commissioners in their recommendation advise that the central authority be virtually restricted to the *aiding* and *advising* of the local authorities, the prevention of needless competition and conflict between them, and the protection of private and proprietary schools from any disposition on the part of those authorities, should such a disposition appear, to force competitors out of the field. On this central council there will be representatives of the universities and of the teaching profession. Now that all sectional differences have been buried and the teachers are united, the government can hardly afford to ignore the unanimous demand. Great credit must be given to Professor Jebb to whose untiring efforts, wonderful genius, and deep interest in education is due the unanimity in the demand for better school organization.

Even the old conservative University of Oxford has been forced to recognize the growing demand for the special training of teachers that has been so agitating the public educational mind of both Great Britain and our own country. After much deliberation and debate a Teachers' Training Statute has been passed by which there is established a university examination in the theory, history, and practice of education, and to candidates who *both* satisfy the university examiners in these subjects, *and also* satisfy the dele-

gates of local examinations of their efficiency as teachers there will be given the "Diploma in Education." The first examination in the theory, history, and practice of education will be held in December 1897. We shall look with interest for the details of this plan and the syllabus which will probably soon be published as a guide to intending competitors.

In all the Scottish universities education is now a subject that may be taken up for graduation and lectures are given on the theory, history, and art of education; in Aberdeen each student of this class gives, in presence of the lecturer and the other students, a lesson in a practicing school and has his lesson criticised, which, though not a course of training, is very valuable. In Edinburgh there is a teachers' diploma given to graduates who have attended lectures on the theory of education and have a certain amount of training in a training college. Two very good suggestions in regard to the training for secondary teachers were made by Miss Walker before the eastern branch of the Teachers' Association of Scotland: (1) That it should give width of view and liberality of judgment, and that, therefore, it should be associated as far as possible with university work and form the fit completion of a university education; (2) that it should be practical in its nature as well as theoretical and that, therefore, it should offer, in some form, facilities for practice in secondary schools, and not be exclusively or chiefly confined to elementary schools, where the conditions are in many respects different from those with which the teacher will afterwards meet.

GEO. H. LOCKE

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